Complete one assignment for reading, writing, and math each day.

**Reading:** Read the selection and answer the questions. When you are finished, be sure to read a great book!

**Writing:** Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

**Math:** Complete the standards practice page. Draw pictures or use objects to help you.
Many years ago, people here on Earth decided that they wanted to go into outer space.

This is something people had imagined for a very long time, in books and movies and stories grandparents told to their grandchildren. However, in the 1950s, people decided they really wanted to do it. There was just one problem: how would they get there?

One of the earliest movies about flying to the moon was made by Georges Méliès and released in 1902. It was called *A Trip to the Moon*. In this movie, the moon was made up of a man's face, covered in cream, and a whole tribe of angry natives lived there. That part was not very realistic. However, the spaceship didn't seem too far-fetched: it was a small capsule, shaped like a bullet, that the astronauts loaded into a giant cannon and aimed at the moon.

This movie was based on a book that came out many years earlier by an author named Jules Verne. One of the fans of the book was a Russian man, Konstantin Tsiolkovsky. The book made him think. Could you really shoot people out of a cannon and have them get safely to the moon? He decided you couldn't, but it got him thinking of other ways you could get people to the moon. He spent his life considering this problem and came up with many solutions.
Some of Tsiolkovsky's solutions gave scientists in America and Russia (where Tsiolkovsky lived) ideas when they began to think about space travel. They also thought about airplanes they and other people had made, and even big bombs that could fly themselves very long distances. How could they take all these ideas and make them into one thing that would safely get astronauts into space?

Many scientists spent years working together to solve the problem. They drew and discussed different designs until they agreed on the ones that were the best. Then, they built small models of those designs, and tested and tested them until they felt ready to build even bigger models. They made full-scale rockets, which they launched without any people inside, to test for safety. Often the rockets weren't safe, and they exploded right there on the launch pad, or shot off in crazy directions like a balloon that you blow up and release without tying it first. After many, many tests, they started to send small animals into space. Only after a long time did they ever put a person inside a rocket and shoot him into space.

Even after they began sending people into space, during the Gemini program in the 1960s, scientists were still trying to improve the shape of the rockets. The design changed many times, and eventually ended up looking like a half-rocket and half-airplane. This rocket, called the space shuttle, was used for many years. Now, the government lets private companies try their own designs for spaceships, and they have come up with many different, crazy-looking machines.

There is no single solution for sending a person into space. Thanks to the imaginations of people like Jules Verne and Konstantin Tsiolkovsky, and the hard work of the scientists who built and tested rockets over the years, humanity has developed reliable technology for space travel. Still, the work continues. Every day, the people who work on this problem share new designs, build test models, and try to imagine better ways to explore the vast deep mystery that is outer space.
1. According to the passage, where did people decide they wanted to go many years ago?
   A. outer space
   B. the North Pole
   C. the inside of a volcano
   D. the center of the earth

2. Getting to outer space is a problem mentioned in the passage. How was this problem solved?
   A. Georges Méliès made a movie that showed a tribe of angry natives living on the moon.
   B. Grandparents told their grandchildren stories about people traveling to outer space.
   C. Some rockets blew up on the launch pad or shot off in crazy directions.
   D. Scientists worked together to create a rocket that could send a person into space.

3. Read these sentences from the passage: "Many scientists spent years working together to solve the problem. They drew and discussed different designs until they agreed on the ones that were the best. Then, they built small models of those designs, and tested and tested them until they felt ready to build even bigger models. They made full-scale rockets, which they launched without any people inside, to test for safety. Only after a long time did they ever put a person inside of a rocket and shoot him into space."

What can be concluded from this information?
   A. Scientists in Russia were better at working together than scientists in America.
   B. Scientists in America were better at working together than scientists in Russia.
   C. Working together and doing tests were important to making a rocket.
   D. Most of the scientists who saw the movie *A Trip to the Moon* did not like it.
4. Why might people be interested in traveling to outer space?
   A. They are interested in meeting a tribe of angry natives on the moon.
   B. They are interested in watching movies and listening to their grandparents' stories.
   C. They are interested in seeing rockets blow up on a launch pad.
   D. They are interested in exploring the mystery of outer space.

5. What is this passage mostly about?
   A. the lives of Georges Méliès, Jules Verne, and Konstantin Tsiolkovsky
   B. the problem of getting people to outer space and how that problem was solved
   C. a movie about flying to the moon made in the 1920s
   D. a spaceship in the shape of a bullet that could be loaded into a giant cannon and aimed at the moon

6. Read the following sentences: "After many, many tests, they started to send small animals into space. . .Only after a long time did they ever put a person inside of a rocket and shoot him into space."

What does the word "shoot" mean above?
   A. to fix a problem
   B. to attack with a weapon
   C. to send with great force
   D. to break into many pieces

7. Choose the answer that best completes the sentence below.

People wanted to travel to outer space ________ they were able to.
   A. before
   B. never
   C. although
   D. instead
8. What problem did Konstantin Tsiolkovsky spend his life thinking about?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

9. What effect did Tsiolkovsky's solutions have on scientists in America and Russia?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

10. Was sharing ideas important to making human space travel possible? Explain why or why not, using evidence from the passage to support your answer.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
You may well ask, Why direct action? Why sit-ins, marches, etc.? Isn’t negotiation a better path?" You are exactly right in your call for negotiation. Indeed, this is the purpose of direct action. Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. I just referred to the creation of tension as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word tension. I have earnestly worked and preached against violent tension, but there is a type of constructive nonviolent tension that is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered realm of creative analysis and objective appraisal, we must see the need of having nonviolent gadflies to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. So the purpose of the direct action is to create a situation so crisis-packed that it will inevitably open the
door to negotiation. We, therefore, concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in the tragic attempt to live in monologue rather than dialogue...

We must use time creatively, and forever realize that the time is always ripe to do right. Now is the time to make real the promise of democracy, and transform our pending national elegy into a creative psalm of brotherhood. Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.
1. As explained by Martin Luther King Jr., what is the purpose of nonviolent direct action?

   A. It creates an environment of tension in which no one is willing to negotiate.
   B. It delays negotiation until people are ready to confront an issue.
   C. It prevents negotiations from taking place.
   D. It dramatizes an issue so that it can no longer be ignored.

2. Communities in the South refused to address the problems of inequality and racism. What solution did Martin Luther King Jr. propose?

   A. take violent direct action so that people are forced to pay attention
   B. take nonviolent direct action so that the problem cannot be ignored
   C. wait for community leaders to agree to peaceful negotiations
   D. work and preach against violent tension within communities

3. Thinkers and leaders other than Martin Luther King Jr. have created tension to bring about change.

   What evidence from the passage supports this statement?

   A. "Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths..."
   B. "You may well ask, Why direct action? Why sit-ins, marches, etc.? Isn't negotiation a better path? You are exactly right in your call for negotiation."
   C. "I just referred to the creation of tension as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word tension."
   D. "Too long have our beloved Southland been bogged down in the tragic attempt to live in monologue rather than dialogue..."

4. Which audience did Martin Luther King Jr. most likely target when writing this letter?

   A. people who supported his work
   B. people who lived in the North
   C. people who fought for civil rights
   D. people who questioned his methods
5. What is the main idea of this excerpt from King's letter?
   A. Without violent tension and fighting, change would be too slow.
   B. Nonviolent direct action is needed to bring about change.
   C. Negotiation is a better method than direct action to cause change.
   D. Socrates also used nonviolent tension to bring about change.

6. Read the following sentences: "Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored."

As used in this sentence, what does the word "dramatize" mean?
   A. make a situation seem funny and less important
   B. write a play or a musical about a situation
   C. make a situation seem more important or serious
   D. pay no attention to a situation, problem, or issue

7. Choose the answer that best completes the sentence below.

Martin Luther King Jr. preached against violent tension, _____ believed strongly in nonviolent tension.
   A. so
   B. then
   C. like
   D. but

8. According to Martin Luther King Jr., why do we need nonviolent gadflies in society?
9. Explain why Martin Luther King Jr. mentioned the ancient Greek philosopher Socrates in his letter. Use the text of the letter to support your answer.

10. How did Martin Luther King Jr. view the state of the nation when he was writing this letter? Refer to the second paragraph to support your answer.
The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.
The Road Not Taken - Comprehension Questions

Name: ___________________________________ Date: _______________

1. According to the speaker, what "has made all the difference" (line 20)?
   A. He or she took the first of the two roads.
   B. He or she took the road less traveled by.
   C. He or she took the road that bent in the undergrowth.
   D. He or she chose a road after looking as far down it as possible

2. What is the setting of this poem?
   A. a quiet street on the edge of a town
   B. a forest in the middle of winter
   C. the back yard of a house in the country
   D. a wood with two roads in it

3. The speaker of the poem wishes that he or she did not have to make a choice between the roads.

   What lines from the poem support this statement?
   A. And sorry I could not travel both/And be one traveler, long I stood
   B. Though as for that, the passing there/Had worn them really about the same
   C. And both that morning equally lay/In leaves no step had trodden black
   D. Two roads diverged in a wood, and I, I took the one less traveled by

4. Based on the information in the poem, why might the second road have "wanted wear" and been "grassy"?
   A. because the second road was close to a stream that ran through the woods
   B. because the second road got a lot of sunlight
   C. because many people had taken the second road
   D. because few people had taken the second road
5. What is the theme of this poem?
   A. giving up hope
   B. making a choice
   C. enjoying the present moment
   D. having the courage to fight for something you believe in

6. Read these lines from the poem.

   Two roads diverged in a yellow wood,
   And sorry I could not travel both
   And be one traveler, long I stood
   And looked down one as far as I could
   To where it bent in the undergrowth;
   Then took the other, as just as fair
   And having perhaps the better claim,
   Because it was grassy and wanted wear;

   Based on these lines, what does the word "diverged" probably mean?
   A. went in different directions
   B. led to the same place
   C. continued forward in a straight line
   D. turned around and went backward

7. What does "this" (line 16) refer to?
   A. the explanation of why the speaker chose the second road
   B. the place the speaker will be ages and ages from now
   C. the description of the first road bending in the undergrowth
   D. the leaves that lay on both of the paths in the yellow wood
8. What has worn the roads "about the same" (line 10)?

9. Compare the two roads with each other. Include at least three pieces of information from the poem.

10. The speaker claims that he or she has taken the road less traveled by. Is the speaker telling the truth? Support your answer with evidence from the text.
When deciding whether a movie is good or not, most people think about the storyline. They think about the quality of the acting. Some might even remark on how well the movie was directed. Almost no one says: "Boy, that movie was really well edited!"

This is a dilemma that every film editor faces. Their work, while crucial to the success of a film, is rarely celebrated. Many don't even know that the job title "Film Editor" exists. People win Academy Awards for Best Actor and Best Director. No one seems to care about the Best Editor.

"Everyone knows that Meryl Streep has won three Academy Awards for acting," says Marc Rodriguez, a professional film editor based in New York City. "Nobody knows that Michael Kahn has won three Academy Awards for film editing."

Rodriguez graduated from film school at New York University in Manhattan. As a teenager, he was always shooting footage of his friends on his family's video camera. He worshipped legendary directors like Martin Scorsese and Steven Spielberg. Someday, he thought, I will make films of my own.

So after graduating from film school, Rodriguez took a job as an editor of television commercials. The idea was to make some money to afford making a feature-length film. But as he got more involved in editing, he fell in love with it. At 37 years old, he still hopes to direct a film. But film editing has become both his passion and his full-time job.

Speaking over the phone from his office in Brooklyn, Rodriguez explained what exactly a film editor does.

"I don't want to take too much credit," says Rodriguez, a stocky guy with floppy red hair, "but we essentially bring the film to life. For a big feature film, a director will often shoot over 100 hours of footage. Documentary filmmakers tend to shoot even more hours, because they don't know what the story is when they start. As the editor, it is my job to cut all that footage down to an hour and a half."
"As you can imagine," Rodriguez adds, "this requires a lot of time and patience."

Luckily, Rodriguez is a patient man. Directors tend to have less patience. Their job involves gathering footage and making sure the actors get along. But after the film shoot is over, the director's job is pretty much done; he or she hands over the footage to the editor. The editor is then tasked with taking out everything that doesn't fit in the story.

Rodriguez works alone in a small, quiet office. His job requires intense amounts of concentration. On his desk, he keeps two computer monitors. One allows him to check the Internet and answer emails. The other is for editing films.

A typical day involves editing a 20 to 30 second scene of a movie. That's right: an entire day spent going over the same 20 or 30 seconds of a movie. In the end, this is how movies get made. As the editor, Rodriguez matches the sound with what is happening on-screen. He makes sure the storyline flows from scene to scene. He ensures that the stars of the film appear in as flattering a light as possible.

"For me, editing is like putting together a giant puzzle in which most of the pieces don't fit," he says with a laugh. "You look closely at all the footage. You examine it to see whether it should go into the final cut, as we call it. In the end, though, only a tiny percentage of the original footage makes it into the actual film."

Now and then, Rodriguez says, he decides that he does not have enough footage to make a film. In such cases, the director is forced to film new scenes. This can be stressful for everyone involved. The actors may already be acting in other films or TV shows. The camera operator—the person who holds the camera—may have moved on as well. And yet the director must get everyone back together to shoot the final scenes. Otherwise the movie may never be completed.

"You really don't want to tell directors that they have to shoot more footage," Rodriguez says. "It's something they really do not want to hear. Hopefully they understand it's for the sake of the film. After all, no one wants to get a bad review! If it comes down to shooting more footage or getting ripped apart by movie critics, most directors will gladly shoot more scenes."

Speaking of bad reviews, critics almost never mention the film's editor in their reviews. To the press, the director and the writer are responsible if a film fails. The editor is left blameless. Of course, when a film is praised and wins awards, the editor does not receive much credit either.

Rodriguez understands that his profession will remain underappreciated. But he does make a good living. And he enjoys the challenge of putting a movie together. Seeing the final product on screen can be a thrilling experience. Then again, seeing all his intricate editing work projected onto a giant movie screen before a crowd full of people can come as a shock, too.

"You always see a thousand little mistakes," he says. "But of course, the audience never notices, since they didn't put the thing together. And even if they did notice the mistakes, they probably wouldn't blame me. As I always say, no one blames the editor!"
The Film Editor - Comprehension Questions

Name: ___________________________________ Date: _______________

1. What does a film editor do?
   A. shoots footage for a film
   B. raises money to produce a film
   C. pieces together the footage into a finished film
   D. directs the production of a film

2. How does the author contrast directors and editors?
   A. Directors are brilliant artists while editors are just paid laborers.
   B. Directors are the ones who make a movie good or not while editors don't do that much.
   C. Directors are not as patient as editors.
   D. Directors make a lot more money than editors.

3. A film editor can spend an entire day working on just twenty to thirty seconds of a film.

What can be concluded from this information?
   A. Editing a film is simple.
   B. Editing a film is a quick process.
   C. Editing a film requires a lot of patience.
   D. Editing a film can be boring.

4. Why is the job of an editor important to the success of a film?
   A. The editor pieces together the director's footage into a story.
   B. The editor has the final say in what the movie will look like.
   C. The editor can make the movie stars look bad if he wants to.
   D. The editor is the person who helps the director gather footage.

5. What is this passage mostly about?
   A. the job of a film editor
   B. all of the steps it takes to make a movie
   C. the importance of a film director
   D. the way to get into the film business
6. Marc Rodriguez uses a metaphor to compare editing a film to something else. What does he compare it to?

   A. piloting a large plane with many passengers
   B. writing a novel in a different language
   C. making a map of an unexplored country where he has never been before
   D. putting together a giant puzzle in which most of the pieces don't fit

7. Choose the answer that best completes the sentence below.

   _______ a film editor begins his work, a director will shoot hundreds of hours of footage.

   A. Finally
   B. Before
   C. After
   D. However

8. Explain what happens if an editor decides that he does not have enough footage to make a film.

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9. What is the director's job?

   ____________________________________________________________
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10. Explain how the work of both the director and the editor is crucial to the making of a film. Use information from the text to support your answer.
In early June 2013, Mrs. Palmer celebrated her 93rd birthday on the Palmer Homestead. The homestead is 15 acres of land in Alberta, Canada. It is surrounded on all sides by windbreaks-tall trees protecting it from the fierce winds of the Plains of Alberta. Out back there is also a machine shop that's not active any more. Today it's mostly used for storage by Mrs. Palmer's nephews. There's also a barn run by their children, plus a chicken coop, and an outhouse that was just redone earlier in the year.

The house itself has three bedrooms and a dirt basement. Nine children were raised in those three bedrooms. Luckily there was plenty of room to roam and play on the homestead, and throughout the plains around it.

Like many homesteads in Alberta, there's an oil pipeline that runs through the property. Because of Canadian laws, you can't really say "no" when the oilmen come to build on your land, but you can ask for something in return. So in return for letting pipelines run through the property, the Palmers had the oil company make a special manmade pond called a "dugout." It's deeper and cleaner than a natural pond, and three generations of kids have swum in it every summer.

Most of the population of Alberta lives in Edmonton, the capital, and Calgary, the largest city in the province. Mrs. Palmer's closest neighbor is four miles away. Fifteen miles away is the town of Killam, Alberta. For many years, there was no stoplight in Killam. When they finally got around to building one, the residents said it was just too confusing, and frankly not worth the trouble, so they did away with it. The folks there are simply more agreeable, and have an easier time sharing the roads.
1. What is the Palmer Homestead?
   A. a stoplight that was built and then taken down
   B. 15 acres of land in Alberta, Canada
   C. the capital of Alberta, Canada
   D. the largest city in Alberta, Canada

2. What does this passage describe?
   A. This passage describes the Palmer Homestead and other parts of Canada.
   B. This passage describes what people do for fun in Edmonton and Calgary.
   C. This passage describes what the machine shop on the Palmer Homestead was once used for.
   D. This passage describes the chickens in the coop on the Palmer Homestead.

3. The Palmer Homestead has been around for a long time.

   What evidence supports this statement?
   A. Mrs. Palmer celebrated her 93rd birthday on the Palmer Homestead, and three generations of kids have swum in the pond there.
   B. After years of not having a stoplight, the town of Killam built one and then decided that it was too confusing and not worth the trouble.
   C. Canadian laws make it almost impossible for property owners to keep an oil company from building pipelines on their land.
   D. Most of the population of Alberta lives in Edmonton, the capital of the province, and Calgary, the largest city in the province.

4. How can the Palmer Homestead be described?
   A. The Palmer Homestead is a small town that has changed over time.
   B. The Palmer Homestead is a small town that has never changed.
   C. The Palmer Homestead is a piece of land that has changed over time.
   D. The Palmer Homestead is a piece of land that has never changed.
5. What is this passage mostly about?

A. a piece of land in Alberta where a family named the Palmers live  
B. a small town in Alberta whose residents are agreeable  
C. a special pond built by an oil company in return for using private land  
D. the fierce winds in Alberta and how people deal with them

6. Read the following sentence: "Luckily there was plenty of room to **roam** and play on the homestead, and throughout the plains around it."  

What does the word **roam** mean?

A. take shelter from danger  
B. wander or travel without going anywhere in particular  
C. attack or threaten another country  
D. a large piece of land where plants and animals are raised for food

7. Choose the answer that best completes the sentence below.

The Palmer homestead now has a manmade pond; ______, it did not.

A. including  
B. earlier  
C. after  
D. currently

8. What is Killam?
9. Summarize the history of Killam's stoplight.

__________________________________________________________________________________

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10. Is the Palmer Homestead similar to Killam? Explain why or why not, using evidence from the passage.

__________________________________________________________________________________

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__________________________________________________________________________________
What’s your favorite game to play? Write about a time you played a game with a friend or a family member. Who won? Did they have a strategy?

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Name:
Describe something that you often or always do (in the morning, when you get home from school, before bed, in the summer, etc.).
Write a “how-to” guide about something you are really talented at making or doing. It could be playing a video game, dancing, making pizza or cookies, skateboarding tricks, or something else. Explain to someone who isn’t familiar with the activity so they could learn how to make it or do it. Provide lots of details in sequence.
There is a new student coming to school today. You are going to give the student a tour and help him or her throughout his or her first day. Write a paper and tell the student what they will need to know to make it through the first day at a new school. Be sure to include all the parts of the day with specific details.
Name:

What TV or movie characters do you wish were real? Why? Write a story or screenplay about your favorite characters.

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Grade 6 Mathematics Homework • Read, Write, and Evaluate Expressions

Complete the table

<table>
<thead>
<tr>
<th>Written Expression</th>
<th>Algebraic Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sum of 6 and a number</td>
<td></td>
</tr>
<tr>
<td>A number multiplied by 5 decreased by 2</td>
<td></td>
</tr>
<tr>
<td>Three more than a number divided by 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>x - 8</td>
</tr>
<tr>
<td></td>
<td>3x</td>
</tr>
<tr>
<td></td>
<td>2 (x + 5)</td>
</tr>
</tbody>
</table>
Write the expression and draw a representation for each.

Colleen caught twice as many fish as Connie. Write an expression for how many fish that Colleen caught.

Susan ran one-third the distance of Randi. Write an expression to show how far Susan ran.

There are 5 more bars of candy in the Milky Way bag than in the Kit Kat bag. There are 2 times as many Twix bars as there are Milky Way bars. Write an expression for how many Twix bars there are.

Create a real world situation for each expression

<table>
<thead>
<tr>
<th>Expression</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>( p + 22 )</td>
<td></td>
</tr>
<tr>
<td>( 5x )</td>
<td></td>
</tr>
<tr>
<td>( 4 \div x )</td>
<td></td>
</tr>
</tbody>
</table>
Grade 6 Mathematics Homework • Read, Write, and Evaluate Numeric Expressions with Exponents

Write the expression described by the situation.

Akeeba has two apples and Julio has five apples. Write an expression for the total number of apples.

Terry has 6 books and Muhammad has 3 books. Matt has three times as many books as both of them combined.

Juanita has one fourth the amount of apps as Trina. Trina has 24 apps.

Marcus is finding the area of his square bedroom. The width is 10 feet.

Olga has triple the amount of pencils as Ali. Ali has 8 pencils.

A rectangle has a length of 6 inches and width of 2 inches. Write an expression for the perimeter of this rectangle.
Grade 6 Mathematics Homework • Identify and Generate Equivalent Expressions

Connie says that 4y + 7 is equivalent to 3y + 8. Tell why you agree or disagree?

Create an equivalent expression for the expressions below.

<table>
<thead>
<tr>
<th>Equivalent Expressions</th>
<th>Write an equivalent expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>10x + 15</td>
<td></td>
</tr>
<tr>
<td>12x + 4</td>
<td></td>
</tr>
<tr>
<td>4(3x - 4y)</td>
<td></td>
</tr>
</tbody>
</table>
Grade 6 Mathematics Homework • Identify and Generate Equivalent Expressions

6c + 42

Which of the expressions below are equivalent to the expression above.

6(c + 5) + 12  7c + 6 \times 7  c + 7  7c + (6 \times 7) - c

Show your thinking to justify one of your answers.

Create a new expression that is equivalent to the expression 6c + 42